DOCUMENT RESUME

ED 154 700 HE 009 975

AUTHOR Burns, Gerald P.
TITLE The Principles of Leadership.
INSTITUTION Our Lady of the Lake Univ., San Antonio, Tex.
PUB DATE Apr 78
NOTE 72p.
AVAILABLE FROM Director of Public Relations, Our Lady of the Lake University of San Antonio, 411 SW 24th Street, San Antonio, Texas 78285 ($2.00)

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Bibliographies; *Futures (of Society); *Informal Leadership; *Leadership; *Leadership Qualities; *Leadership Responsibility; Rewards; Theories; World History

ABSTRACT

The primary but not exclusive concern in this monograph is the principles and qualities of dynamic leaders of people rather than of ideas or cultural and artistic pursuits. Theories of leadership in the past, present, and future are discussed, as are the principles, rewards, exercise, and philosophy of leadership. A bibliography is included. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED154700

MAY 15

THE PRINCIPLES OF LEADERSHIP

Gerald P. Burns

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Our Lady of the Lake, Univ. of San Antonio

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Our Lady of the Lake
University of San Antonio

HE009975

Our Lady of the Lake University of San Antonio presents a series of publications on various topics based on research, teaching, or community services connected with the University. OLLU recognizes its responsibility to disseminate interesting information of value to its constituents and friends in this form beyond the traditional classroom. It is our hope that you will enjoy reading these booklets and wish to share them with, or at least call them to the attention of others.

Additional copies are available at $1.00 for single copies and lower prices may be quoted for bulk orders. For further information on this publication, the series itself, or the University, please call or write:

Director of Public Relations
Our Lady of the Lake University of San Antonio
411 S.W. 24th Street
San Antonio, Texas 78285
(512) 434-6711

THE

PRINCIPLES OF LEADERSHIP

By

Gerald P. Burns
President and Professor of Education

Our Lady of the Lake
University of San Antonio

April 1978

INTRODUCTION

Because leadership can be learned, developed, and employed in every endeavour and by every human being, this booklet is designed to offer an unusual opportunity for you to learn more about this subject.

Several outstanding individuals and documents are liberally quoted on their ideas of what it takes to become a successful leader in society generally and in their fields specifically.

In this book, we are experimenting with a relatively new dimension of teaching and learning. It is "new" in that it incorporates the best of the past, most relevant of the present, and most likely future principles of leadership.

Our aim is to present to you some interesting and informative — possibly instructive and entertaining — questions and answers, as well as observations and conclusions, about this subject.

With respect to the content or substance of this booklet, it deals with the "Principles of Leadership." These can be defined in many ways. We consider that Leadership is the ability to get people moving and get things done.

The dictionary definition of LEAD, as a verb or description of action, is extensive and illuminating. To guide, go ahead, or show the way. It also means to instruct or counsel. In Macaulay's Essays we find "Those who seem to lead the public taste, are in general, merely outrunning it in the direction in which it is spontaneously pursuing."

It goes on to say that "to lead" is to direct or control, to move before or in advance of, to take or have the initiative; to induce, allure, entice. Steele in "The Spectator," in 1711 said, "The most improper things we commit in the conduct of our lives, we are led into by the force of fashion."

And there are many more uses of the word lead in such varied contexts as music, sports and mechanics.

Principles of Leadership

Introduction . . . . . Gerald P. Burns

Preface . . . . . Arthur Fiedler

Foreword . . . . . Mark O. Hatfield

Chapter I Leadership in the Past: What Eminent Researcher-Authors Say About

The "Great Man" and "Times" Theories

The "Prince" and "Hero" Theories

Heroes and Worshippers

The "Power" Theory

General Theories

Some Research Findings on Leadership

Chapter II Leadership in the Present: What the Current Leaders Say

Chapter III Leadership in the Future: What Speculation Offers

The Spectrum of Leadership

The Types of Leadership

The Need for Leadership

The Training for Leadership

Chapter IV Leadership: Summary and Conclusions

The Principles of Leadership

The Rewards of Leadership

The Exercise of Leadership

Philosophy of Leadership

Appendix

Dedication and Acknowledgments

Bibliography and References

Guests and Television Taping Dates

A Statement of Educational Philosophy

Brief History of Our Lady of the Lake University of San Antonio

The dictionary definition of LEADER indicates that it is the person who leads or conducts; who occupies a chief or prominent place; who guides, directs, or commands; who by force of ideas, character, or genius, or by strength of will or administrative ability, can arouse, incite, and motivate people to a particular way of thinking or acting. Ben Franklin says in his Autobiography "I was generally a leader among the boys, and sometimes led them into scrapes."

One dictionary definition of LEADERSHIP is a simple "two-liner" — the office or position of a leader; ability to lead; guidance. We in this and related presentations plan to examine extensively the quality or ability to lead. We take LEADERSHIP as our subject because of its growing importance to all of us, and because so few of us understand what it really is.

Leadership is an extremely complex social phenomenon. There are innumerable theories of leadership. However, most experts agree that there are three basic types of Leadership:

1. The achiever ahead of his group — an athlete like Jessie Owens
   — an artist like Picasso
   — a scientist like Einstein
2. The official head of his group — an elected President like Carter
   — an appointed General like Caesar
3. The enabler a head of his group — an organizer like Lenin or Steinam
   — a catalyst like Hitler or Nader

As a superb example of the first kind of leadership, Maestro Arthur Fiedler discusses the "achiever" in the Preface, and as an outstanding example of the second and third types of leaders, Senator Mark Hatfield discusses the "official" and "enabler" types in the Foreword. This book is chiefly concerned with the latter two — the duly elected or appointed leader, and the spontaneously acclaimed or accepted leader.

Business executives, military commanders, elected politicians, and government appointees exercise official leadership. Shop stewards, team captains, evangelical spokesmen, and mafia godfathers exercise unofficial leadership. The two types are not mutually exclusive, may be found in the same person, and fre-

quently alternate.

Leadership is an interactional phenomenon; its elements are interdependent, and there are at least three primary conceptions about it. Leadership comes about through:

Individual traits — physical, mental, spiritual;

Group structuring — meeting needs of colleagues { unifying, articulating, expanding

Situational functioning — environmental vacuum or caused by accident or coincidence.

Of these, group and situational dynamics are the most important.

The characteristics of leadership include the following:

1. The ability to see problems in broad perspective and to make decisions on the basis of long-run rather than short-run goals.
2. The capacity to delegate authority as well as responsibility.
3. An open-minded receptivity to suggestions and criticisms from peers and subordinates as well as superiors.
4. A willingness to risk the loss of the approbation and support of others, if necessary, by thinking independently and taking a firm stand (as, when necessary, saying "no" to administer discipline).
5. A knack for discovering and utilizing previously undetected relationships among the things and conditions of the environment.
6. Competence in carrying on, integrating, and co-ordinating a number of highly varied interests and activities simultaneously.

The qualities of leadership include the following:

Intelligence and integrity

Vigor, vitality, verve

Courage, fortitude, bravery

Common sense and general perception

Communication skills and ability to articulate

Persistence and patience

Will, desire, ambition, drive

Willingness to gamble

Sympathy, empathy, sensitivity

And now to our Preface and Foreword ...

PREFACE

It is a distinct pleasure to contribute this brief Preface to this important publication of my friend and fellow Bostonian, Jerry Burns. When I first met Jerry, prior to World War II, he was president of his class at Boston University and already exhibiting leadership form, style, and ability. One of his talents in this direction has been the ability to surround himself with other movers and shakers of unusual magnitude. In this little book he has corraled a distinguished group of contemporary leaders and quizzed them on this fascinating field. The results are meaningful.

Dr. Burns and others herein have pointed out their concern primarily but not exclusively with dynamic leaders of people rather than of ideas or cultural and artistic pursuits. The book references the first type of leader as great artists or scholars, possibly like scientists, composers, and philosophers. Its second type are the elected or appointed leaders, such as warriors or politicians. Its third type are the spontaneously generated leaders that spring up by popular acclamation.

As documented in this and other books on leadership, identification and description of the latter two types is easy because they get the headlines. But, in terms of their contribution to the quality and richness of life on planet Earth, the first type — the quiet genius in his laboratory or library — deserves more and better analysis. It is no criticism of this present work, but maybe an appeal for a future companion volume that will treat of the creative leader in the less sensational, activist, and dominating aspects of leadership.

So then, I commend this book to all readers, gentle and otherwise. I concur with Dr. Burns and his collaborators that more and better leadership is needed in all walks of life. I agree that few leaders are born as leaders. Leadership is composed of the qualities mentioned herein. Most of these qualities can be taught; some must be caught; all need refinement and cultivation to achieve their fullest development.

Thus, I would urge all students of this subject to be patient and thoughtful in their movement up the ladder of success in their chosen fields. Some will achieve the heights early, some later; some will achieve in the limelight, some in the twilight. All would-be leaders must dedicate themselves to succeed not merely in the service of self, but in service to others, to society, to mankind -- as Senator Hatfield and Dr. Burns suggest.

Arthur Fiedler, Director
The Boston Pops Orchestra

FOREWORD

Effective leadership cannot be taught in a seminar or defined within the covers of a book. Those who are successful leaders are able to combine their own abilities and personalities with a genuine and deep commitment to meeting the needs of people. The power-seeking and manipulative person may be able to masquerade briefly as a leader, but cannot be effective for long.

From my acquaintance with Jerry Burns, I can attest to his effectiveness as a leader in the field of education and the soundness of the suggestions he has given us in this book. The reader will find that these are very practical guidelines from one who has applied them and has seen them at work in the lives of successful leaders.

At times, I have envied those who are leaders of relatively small and manageable groups. In the political world, we are beset with all sorts of interest groups claiming to speak for the people. The voices become clamorous and discordant at times. We who are public officials think we are leading the people, but we are often being led in many directions, captives of many forces and pressures.

When I become frustrated with the particular problems of political leadership, it is always a great help to remind myself of one model of leadership which I can offer as universally suitable and compellingly effective. This model is Jesus Christ. When he was working with his closest followers, he was distressed that they had patterned their leadership after the political figures of the day. Their concern was with personal recognition, with power, and with the perquisites of their position. Christ completely rejected this approach to leadership. He said, "Among the heathen, it is their kings who lord it over them, and their rulers are given the title of 'benefactors.' But it must not be so with you! Your greatest man must become like a junior and your leader must be a servant." (Luke 22:25-26)

The concept of "servant leadership" as seen in Christ's life and as practiced by effective leaders today is one of the most revolutionary in the field of human relations. It is more than a technique or a gimmick. It is a way of life. It is the attitude of putting the goals and needs of the followers before the ambitions and gains of the leader. May the thoughts of this book help us to more closely follow the model of servant leadership.

Mark O. Hatfield
Senior Senator from Oregon

CHAPTER I

LEADERSHIP IN THE PAST

Throughout history there have developed several excellent and appropriate theories of leadership. Leadership and leaders are indispensable to human adaptation and survival. Down through the years, men of learning have been fascinated by leadership phenomena.

"Great Man" and "Times" Theories

In general, the "great man" theory holds that particular individuals are natively endowed with characteristics that cause them to stand out from the many and permit them to guide, direct, and lead the majority.

The "times" theory views leadership as a function of the given social situation. At a particular time, a group of people has certain needs and requires the services of an individual to assist it in meeting its needs.

Gibb (1947) has consistently maintained that leadership, headship, and domination should be distinguished one from the other. It is difficult to delineate these clearly and concisely because of the innumerable aspects in which they overlap and complement each other. But, "leadership," in his context, would seem to be that position taken officially by either the appointed or elected "head," as well as that seized unofficially by the "dominant" figure in a group. Either type of leader might qualify under the "great man" or the "times" theory.

"Prince" and "Hero" Theories

Machiavelli, and others who espouse the "prince" and/or the "hero" theories in leadership analysis, claim that the former must be flexible, of protean nature, and not set in his ways. They claim that such talent is rare in men, but that it is the distinguishing characteristic between great and weak princes. To win against great odds, the prince must be as skilled in defense as in offense, and he must suddenly and unexpectedly change from one to the other.

The prince must have the wisdom to recognize subtle changes and adapt to them; he must be, in this sense, a situationalist. He must be able to distinguish the realm of what ought to be and the realm of what is. Flexibility, rather than rigidity, must be his hallmark. Perhaps this makes the prince all the more crafty and that much more unpredictable. (Machiavelli, 1512)

The hero is quite different than the prince. Hook explains that the "hero" thesis is best understood in terms of differentiating between the two kinds of persons who ultimately emerge as heroes. There is the "eventful man" whose actions markedly influence subsequent developments along a course very different from what would have occurred if those actions had not been taken.

Alternatively, the "event-making man" is he whose actions are the results of great intellectual ability and sterling character usually devoid of relationship to emergency or accident. Hook believes that the real hero is great not merely by virtue of what he does, but because of what he is. (Hook, 1940)

An example provided of the leadership of the "eventful man" is that of the now famous little Dutch boy who kept his finger in the hole in the dike and saved the community. Obviously, this was a heroic deed, but the leadership qualities necessary to its performance are not uncommon in distribution. Heroism or extraordinary leadership, according to Hook, must involve more than being born to royalty or being in the right place (by the dike) at the right time. He suggests that Lenin is the "event-maker" type of hero despite any personal disagreement with his politics.

There are those who fear the event-maker in a democracy and observe that we should carefully review, possibly recast, our definition of the word "hero" or even "leader." It has been said that successful democracies honor their statesmen, but they should honor their teachers more. A hero in a democracy need not be the general or president, but the teacher as servant of society.

The latter are those who make the greatest contribution. In the ultimate analysis we must recognize that heroes can be made by relating social opportunities more appropriately to specific talent. In a sense, the hero is any individual who is competent at his job and contributes to the common weal. A democracy should arrange its proceedings to provide opportunity for more than one or a few to achieve the hero status — if possible to encourage every man to heroic leadership.

It is apparent that other thinkers in the field (Carlyle, Mill, Emerson, James) consider the hero as an initiator, a founder, a catalyst who is affected by and affects in turn his environment. The main point here is that leaders are situationally relevant, but not situationally determined. They are part of society and not superior to it. They recognize their roles and strive to fulfill them. They encourage and stimulate followers to achieve their own ends. These directions appear to be an acceptable connotations of the modern hero type of leader.

Heroes and Worshippers

This perception of leadership tends to diminish the importance of fortune or luck. Hook has explained the distinction by contrasting the event-making and the eventful man. Stated differently, the real hero influences events because of his leadership focused on the developing situation. The hero is essential to the mechanics of leadership while the environment is necessary but not determining.

A survey of seventeen studies dealing with dominance or heroics as factors in leadership indicated a close correlation. But, Stodgill and Gill separately interpreted these studies as defining terms differently and not providing an indisputable dependence of leadership upon dominance need. They found slightly more success in relating will to leadership. (Stodgill, 1948)

In terms of will, it appears that there is sufficient evidence to warrant

the assumption that some heroes and leaders in politics, religion, and the military are frequently characterized by the compelling desire to supersede others. Nixon, Graham, and Haig (from an earlier White House team) might fit this description.

On the matter of self-confidence, it has long been accepted that heroes are not meek and are not given to self-doubt. There is ample evidence indicating that leaders invariably take a specific position and that this is a common trait recognizable in the act of leading.

To followers of the leaders or the worshippers of the heroes have bearing on their idol's ascendance to and tenure in power. The faithful are appealed to in many and varied ways. Thus, the relationship between leadership and surgency (talkativeness, cheerfulness, congeniality, enthusiasm, expressiveness), especially when election to high position is the criterion, is both positive and significant.

With respect to intelligence as a major factor in leadership, the research data are confusing as the following indicate:

Some students of leadership summarizing research in the field find that intelligence correlates with leadership. However, others did not find a significant difference between leaders and followers in intelligence, height, and weight. High intelligence, initiative, a sense of humor, and extroversion, were mentioned with sufficient frequency to indicate possible general traits of leadership. Many researchers failed to find intellectual capacity related to leadership, but did note that leaders in a particular field needed superior general or technical competence in that area. There appears to be a consensus that the following traits are associated with leadership: capacity (intelligence, alertness, verbal facility, originality, judgment), achievement (scholarship, knowledge, athletic accomplishments), responsibility (dependability, initiative, persistence, aggressiveness, self-confidence, desire to excel), participation (activity, social ability, cooperation, adaptability, humor), and status (socio-economic position, popularity). It might be summarized that leaders have

frequently been characterized as energetic, self-confident, intelligent, verbally affluent, persistent, and having insight into human nature. However, in most cases these traits were only generally related to leadership.

From these findings it becomes clear that because there are so many traits that may be identified with leadership, successful leaders in certain situations will possess some similar and some different traits than leaders in other situations. In short, it is no simple task so precisely to identify the hero from the hero worshipper until the action occurs, the situation develops, or the stage is set.

The "Power " Theory

As we move from earlier theories of leadership to those more relevant to the present and future, we consider the known as the "power" theory. At the risk of oversimplification, we define it as the notion that the essence of leadership is power. Conversely, leadership represents the power to bring about change — or occasionally preserve the status quo.

In analyzing the ramifications of power, we find that it is a force or strength. It can be creative or destructive or reformative. It is a tool for good or evil. The leader using it will determine (in its use) its moral direction.

There is general agreement that the executive, the chief, the leader is given (or seizes) power for the achievement of his (and hopefully his followers) purposes. When power is held and not exercised, it is frequently lost or withdrawn.

The attainment of power usually involves considerable struggle, risk, and sacrifice; the maintenance of power requires even more. The primary risk can be removed by making permanent the power achieved. But, this must be done with consummate care, because if it becomes apparent, those who bestowed the power will remove it.

Filling a power vacuum smoothly and quietly is the kind of activity that separates the elite among leaders from the more common contenders. It appears that appreciating the subtle nuances of the power game well is far more important to who gets what, where, and when, than understanding more limited skills and techniques of management. The latter can be learned in a short period of time, if the right orientation is provided. Vastly more complicated to comprehend are the principles of acquiring through unobtrusive means the necessary powers with which to control others. For this reason, many leaders are unable to achieve the "clout" necessary to effect major changes and innovative break-throughs.

General Theories

There are, of course, innumerable other theories of leadership deserving of consideration. However, for purposes of merely enumerating the basic principles of leadership, succinct reference to just a few more general theories should suffice. The scholar of the theory of leadership is referred to the bibliography in the appendix of this book wherein literally dozens can be easily identified.

The theory in direct opposition to those that have been mentioned earlier — the prince, hero, and power — might be called the "mouse." It is hard to envision a mouse in a leadership position, but so, too, the rabbit until Watership Downes and Volkswagen. The mouse theory is best described by the biblical injunction that the meek shall inherit the earth.

While the executive or jefe, the prince, or the hero, is willing to gamble his career (sometimes his life) to achieve a great and noble goal, history is replete with those who patiently wait, refuse to sacrifice, and are content to preside over the spoils of battle and not infrequently at the hero's funeral.

There is a theory that leadership can be stolen. Again history has much to say about intrigue resulting in a change in royal (or even democratic) leadership by less than fair methods. One difficulty with this theory is the absolute applicability of the old adage that the winner writes the history. Thus, who is

to determine what is fair, where blame is placed, or who stuffed which ballot boxes.

Finally, there is the theory of leadership greater and more noble than that of the chief, executive, prince, or even the hero — that of the superman. Nietzsche, Schopenhauer, and even Shaw had their versions of what this leader should be; all defined him as a superior human being. Their description of the superman is that person who welcomes power for the good it can do, will exercise it fully along the lines he thinks best, and will gladly accept whatever price must be paid for this privilege. "Life is the will to power, and he who would truly live must overcome the beliefs and conventions of common men; he must become a superman." (Nietzsche, 1885)

There are those who suggest that our society is experiencing a loss of faith in any kind of leadership. These writers say that we are increasing in our awareness of personal impotence and our inability to mold the future of our institutions. They opine the leader in business, labor, education, government, and even the military operates by consent and agreement, group expression, institutional patterns, and organizational imperatives. It is possible that he may develop inferiority complexes because of alienation, but that is a malady of the body politic from which no one is absolved. They say that today, because everything is relative, collective, and pluralistic, even the power-directed prince, the purpose-directed hero, and the self-directed superman, must all accept some of this leveling off if they are to succeed.

In reviewing the various theories of leadership, it appeared to this author that perhaps an empirical method of finding the most fruitful theory or the best way to identify leaders (and thus decide on their training) was to simply ask the opinions of acknowledged leaders in various fields. Since leadership is concerned with finding solutions to human problems, they (and researchers quoted earlier) allowed that intelligence had a relationship to leadership. Neither

they nor the previous studies cited suggested that above average intelligence guaranteed top level leadership. What all implied or inferred was that where there is leadership there is above average intelligence.

More important to both researchers and interviewers was the notion that in today's world of pressures and tensions, knowledge of how to get things done is a vital ingredient of leadership. This invariably emphasized the importance, not merely of theories, but of practical knowledge of problematic situations. Two other common factors emerged: first, constructive and creative suggestions and second, imaginative and original recommendations. They concluded with the addition to the general theories that the following elements are usually found in most leaders: soundness and finality in judgment, speed and accuracy of thought, and willingness to make and stick with decisions.

Some Research Findings on Leadership

French Political Scientist Bertrand de Jouvenel describes two of the main categories of leaders as dux, or literally the leader, and rex, as literally the ruler. He goes on to point out that the former (dux) is an activist and innovator, frequently an inspirational person. Alternatively, the latter (rex) acts as a stabilizing force not unlike a broker or manager. There are times when an activist leader is not desired; when consolidation is better than a new advance and when existing institutions are preferred over the creation of new ones.

Westchester County Executive Alfred Del Bello says that the quiet leader may be responsible for important gains by understanding how to harness complex forces effectively without ever making the headlines.

Harvard Professor James Q. Wilson distinguished dux from rex this way: a goal-setter or constructive critic challenges people to follow him. A manager or negotiator is less concerned with goals and more sensitive to individuals. It is seldom that both qualities are found in the same person. Obviously, there is a danger that the first type may lead the charge and find no one following him.

Henry Kissinger implied that a statesman who gets too far out in front of his

people may find himself without support, however wise his policies. This from the father of shuttle or jet set diplomacy.

Briarcliff College President Josiah Bunting suggests that the leader's purpose is to inculcate tolerance and sensitivity in students, to encourage them to recognize when people are talking foolishly, and to teach them not to let their education interrupt their learning.

Clarence Barksdale, board chairman of the First National Bank of St. Louis, says one trait not essential in leadership is superior intelligence. He noted that his fellow Missourian, Harry Truman, once observed that the C students ran the world.

John Gardner, former Secretary of Health, Education, and Welfare, once said that our institutions of today are in a difficult position, having been caught between uncritical lovers and unloving critics. Stagnation results from love without criticism and destruction occurs if there is criticism without love.

Time asks, "Can leaders be identified at an early age, then nurtured and encouraged?" And replies, "The question is very nearly unanswerable, since a combination of innate ability, early influences, later opportunity and sheer luck seems to make leadership a wholly unpredictable eruption."

Harry Truman's interpretation of leadership emphasizes one's ability to get men to do what they would prefer not to do and yet like it. Readers will remember his desk sign proclaiming, "The buck stops here," and his admonition that, "If you can't stand the heat, get out of the kitchen."

Quoting Time's Special Report again, we are told that in all leadership definitions there is a common feature: "the leader often must risk rejection by doing what is necessary; he devalues his leadership if he does things merely because they are popular. Princeton Political Scientist Robert Tucker, author of a working paper on leadership, noted that point in the dialogues. 'Plato's politician was saying what the people wanted to hear,' said Tucker. The philosopher was saying the truth, which may not be what the people wanted to hear."

Gaylord P. Harnwell (1959), former President of the University of Pennsylvania, made the point that many others have reiterated that one of the great strengths of higher education in the United States is the dual system of both public and private colleges and universities of wide variety. He believes that to produce the kind of leaders needed we must strengthen the system by increasing its financial support.

Jerry Apodaca, Governor of New Mexico, and a strong partisan for higher education, admits that too many politicians look from one election to the next, rather than down the road to see where we'll be in the next twenty years, and that hardly constitutes great leadership.

According to Henri Peyri (Daedalus, 1961), "There are at least three subjects (and probably a dozen more) on which no wise man should ever attempt to write: love, genius, and leadership. Of the three, the last is the most mysterious and the most unpredictably and capriciously feminine. No amount of training, no sedulous nurturing by the family or the social group, no long line of ancestry piously dedicated to the eventual flowering of a leader, not even the stern flexing of intellectual muscles or the cultivation of character through cricket, baseball, warfare, or flogging has ever proved a sure means of developing leaders. Few teachers have with any degree of certainty been able to predict which of their pupils would some day march ahead of the common herd and mold events. Fewer still among the school or college friends of future leaders have perceived, or acknowledged, the germs of that indefinable quality in them. Many who graduated very young and were laden with the richest promises from Harvard, Oxford, or the Ecole Polytechnique have turned out at forty-five to have left their future behind them."

Few if any nations have contributed so prolifically to research and publications on leadership as has the United States. Authors of anthologies on the subject complain that the reading of most such reports and books is dismal if not ludicrous. There seems to be general agreement that there is no one process by

which excellence in leadership is reached. Most researchers and writers agree that it is difficult to describe systematically and precisely the processes involved in producing leaders.

Schools for leaders have at some time or other been attempted, from the Order of the Templars and the Turkish janissaries to the German Ordensburg seminar under Nazism, the Communist party in Russia, and the short-lived ecoles de cadres in Vichy, France. It would be an insult to American democracy to hold them up as examples. Leadership can but be a broad ideal proposed by the culture of a country, instilled into the young through the schools, but also through the family, the intellectual atmosphere, the literature, the history, the ethical teaching of that country. Will power, sensitivity to the moods of an age, clear thinking rather than profound thinking, the ability to experience the emotions of a group and to voice their aspirations, joined with control over those emotions in oneself — these are among the ingredients of the power to lead men; they are not easily absorbed through education, not even through imitation.

But conditions can perhaps be created under which potentialities for leadership would not be stifled and might even develop faster or ripen more fully. And although leadership and excellence are far from synonymous, we may take it for granted that few would quarrel with the need to stress quality versus sheer numbers, and excellence rather than adjustment to life and its mediocrity, in education today. It is highly questionable whether European countries have produced more or greater leaders than America has over the last sixty years, relatively to the population. Even in diplomacy and foreign policy (fields in which many Americans seem to be afflicted with a complex of inferiority over their achievement and like to moan over their fumbling), the record of Britain and France between the two world wars, that of Germany before and under Nazism, that of Litvinov, Molotov, Stalin himself, and their present successors is in no way more enviable than that of the United States.

Statesmen, generals, admirals, business organizers and executives, during

World War II and since, have in this country led with as much (or more) foresight and decision as those of any other land. Educators and scientists have rated second to none. The more pessimistic of the researchers in leadership say that ours is a society whose chief characteristic is a lost sense of self-direction as seen in the tendency to escape from leadership responsibility. They suggested that the response to this desire to escape is to revive the individual's unique powers of innovation and his courage to assume and sustain great risks. Additionally, it appears that the real leader will effect a denial of the extraorganizational effort, mount resistance to the "establishment" trend, will respect man's privacy, indicate faith in men of rare ability, and render highest value to that talent reflected in thoughtful deliberation.

Experts on the subject seem to agree that the three giants who contributed most to our understanding of earlier leaders and leadership were Plutarch (Lives of Illustrious Men), Machiavelli (The Prince) and Gibbon (The Decline and Fall of the Roman Empire). As we leave the past and move into the present, there are several excellent bridges available for purposes of continuity. In his splendid volume, The Leadership Passion, David Loye provides one in observing, "The passion is best stated as a matter of caring and valuing. It is further characterized by its consistency; it does not erratically come and go, but is sustained in direction. It is also notably holistic in vision, that is, it is a caring for wholes, transcending the boundaries between person and person, self and other. It is also shaped by tender - as well as tough-mindedness."

* * * * * * * * *

Permission to reprint the above material from The Leadership Passion by David Loye has been obtained from Jossey-Bass, Inc., Publishers.

The quotation on page 10 of this booklet is from "Excellence and Leadership in a Democracy" by Henry Peyri. Permission for use is from the publishers of Daedalus.

CHAPTER II

LEADERSHIP IN THE PRESENT

This book is based in part on an unusual seminar offered in the "Open University" program sponsored by Our Lady of the Lake University of San Antonio (OLLUSA). A few words about the Open University (OU) and the seminar are in order.

Several years ago, I was privileged to visit the Open University, at Milton Keynes, in England. The OU is more of a concept than a place. The concept embodies bringing post-secondary education, with or without academic credit, to non-traditional students off campus. Its unique feature is that this "bringing" is accomplished through the mass media of radio, television, newspapers, and periodicals.

Dr. Jeremiah Ashcroft and I made a study and published the findings that, while some programs were operative in the United States, the concept had never been fully exploited here. As OLLUSA addressed itself to broader community service for non-traditional students, we began experimenting with offering seminars on TV and in the press.

The syllabus for our first OU seminar was a fresh, small step in what may prove to be an important new dimension of educational service for OLLUSA. I recognized it was not as scholarly as might be desired and my only excuse was that we were seeking a new audience in nearly prime time television and Sunday readership.

We were grateful to James Schiavone of KSAT-TV and William Bellamy of the San Antonio Light for their willingness to cooperate so fully with our University in this endeavor. I am sure all who viewed or read the various sessions will agree that the guests or "visiting professors" involved constituted an extraordinary faculty. We also appreciated the generous and effective efforts of Mary Derman of WOAI Radio, Jack Newman of the San Antonio Light, and other dis-

tinguished panelists who asked the perceptive questions that brought forth answers on the essence of leadership.

It is our firm conviction that an understanding of leadership in the present, while not totally unlike that of the past, is best examined by questioning those who are leaders TODAY. It was for that reason that in this book we enlisted the aid of persons of the caliber of Arthur Fiedler, Mark Hatfield, John Lindsay, and the others who participated so superbly in the OLLUSA "Open University" on the Principles of Leadership. The latter are listed in the Appendix in the order of their (1) appearance in the seminar and (2) summary in this chapter.

The discerning reader will be immediately aware of the fact that they are not all internationally recognized leaders; many are ordinary people like you and me; but all have distinguished themselves in one or more fields of leadership. Additionally, they represent a broad spectrum of areas, professions, or pursuits. Thus, in the summaries of their principles, there appears some specific reference to leadership in their fields.

I take full responsibility for any errors of interpretation of what they said in the televised series and what was reported in the press. Scholars of the subject who wish to study in depth the full contribution of any one or all of these leaders may do so by viewing the cassettes made from each televised session; all are available at OLLUSA and the San Antonio Public Library.

Session I

John Lindsay

On style...

There are various styles of leadership that people use at different times and under varying circumstances. A certain amount of personal style or "class" is highly desirable in leaders. All who would lead need to remember the importance of a sense of humor; one should not be too serious. A leader's "charisma" is important, but it's an "x" factor difficult to define or describe. Also, the very word varies greatly in its acceptance, particularly in these pragmatic times.

On characteristics...

Age, maturity, and energy are vitally important ingredients for nearly every leader. Leadership does not necessarily run in families, although some families produce many leaders.

On permanence...

Leaders should realize the "impermanence" of their roles; they are usually temporary trustees of the role. Leaders, like followers, need recycling into other roles and should avoid retaining titles. It was identified as a principle that leadership is not permanent; and that it has varying levels of effectiveness.

On power...

Above all, they must understand that power is addictive; leaders must be careful not to abuse it. They must know how and when to use the power they have been granted , and not use it as a club. They should recognize that the power of leadership is not a personal tool; Nixon and McCarthy overlooked that.

On followers...

In many cases, leaders need a consensus from those they lead and must avoid being isolated. A President of the United States, even Jimmy Carter, must be careful on this point. Politicians, especially, must never mis-use their trust; manipulating people is bad in the long run. For example, Winston Churchill, despite his political ups and downs, led by language, persuasion, and influence. He did not manipulate and he accepted victory and defeat with equanimity and grace. The ups and downs affect all leaders because they must sometimes take unpopular stands.

On mistakes...

The "right course" or "correct decision" is not always crystal clear and is

frequently open to question. Sometimes a leader must steer a compromise or negotiated course to achieve the goal of his organization or constituency. However, a leader must strive to do what is right, not merely what is popular at the time. Occasionally, "being rubbed in the mud" can help leaders achieve greater understanding and acceptance.

In conclusion...

As closing principles, Mr. Lindsay indicated that "total professionalism" and adequate preparation or doing one's "homework" are absolutely essential for successful leadership.

John Lindsay, 103rd. Mayor of the City of New York and a Yale graduate, served in the U.S. Justice Department as Executive Assistant to the U.S. Attorney General. He has argued numerous cases before the Supreme Court of the United States. During six years of Congressional service, he earned a reputation as one of the effective advocates of civil rights legislation. Mr. Lindsay's articles on congressional and urban affairs have appeared in leading U.S. publications.

Session II

Robert McDermott

On interest...

People are interested in leadership these days because we are living in troubled times and many needs must be served. Leadership means working with people toward achieving a mutually agreed upon goal. The social sciences and the humanities provide excellent background to leaders for understanding people.

On development...

Leadership ability is developed through practice and experience. Leaders are developed, at least in part, by their parents, especially their mothers.

Integrity, charity, and audacity are essential elements in a leadership role.

On outreach...

Ordinarily, leaders are not restricted to one field of endeavor but are able to adapt their leadership skills to a variety of situations. Leaders must be salesmen, but they should not try to fool their followers. They must have an established and accepted code that followers will accept.

On followers...

Leaders are sometimes followers and should be willing to be such when others seem to possess greater expertise or if a younger or more inexperienced person needs the opportunity to "test" his/her leadership ability. It should never be obvious that a person is trying to lead.

On characteristics...

Vision and perspective are vital to success. The leader must see the goal and then exercise the necessary management principles to achieve the goal. A leader must have integrity, willingness to take risks, and even accept some failures without flinching. Failure is often the motivating factor that leads to greater success.

Robert McDermott, currently President of United Services Automobile Association, graduated from the Harvard School of Business Administration. In his military career he earned the title of Brigadier General. He serves on the boards of several civic and social service agencies and is a former Academic Dean of the Air Force Academy.

Session III

Dora Grossenbacher

On leader-types...

There are three basic kinds of leaders:

The achiever out in front; an individualist like Einstein

The elected or appointed; a political type like Eisenhower

The acclaimed head; unofficial at first, like Steinem or Nader

We are concerned with the latter two types. Leaders in the first category (like Einstein) do not usually rank as leaders in other areas; but, leaders in the other two areas are somewhat inter-changeable (such as Eisenhower). Situations have great influence on the types of leaders that emerge.

On appearance...

Personal attractiveness of leaders has some importance, but it will not insure success in itself. Young people are frequently more willing than older folk to take the risks and initiatives that provide leadership experiences.

On women...

It is easier for women to achieve leadership positions in these times because of more attention being given women's rights. There have always been female leaders in the traditional female areas. Education and nursing are such professional areas; the law and medicine were never considered the bailiwick of women.

On followers...

Do men readily follow female leaders? Not as readily as men, but that is changing. First-rate people hire first-rate people; second-rate people hire third-rate people.

On development...

Different professions also bring out various leadership types and styles —

again the law school and the medical school produce different kinds of leaders. Early leadership qualities are developed in the home by parents. Quality of time spent with children is more important than quantity of time spent with them. Extra-curricular programs are as important to developing leaders as are the regular academic programs. This is especially true in sports and social events. The West Point quote by General MacArthur, "On the fields of friendly strife are sown the seeds which in future days on other fields will bear the fruits of victory," backs up the argument that helpful training for leadership occurs outside the classroom.

In conclusion...

What is the special chemistry in leaders that attract followers? Important traits include intelligence and adaptability, plus a sense of humor and a willingness to work harder than the followers. Shakespeare's quote still stands: "Some men are born great, some achieve greatness, some have greatness thrust upon them." Much luck goes into leadership.

Dora Grossenbacher, fluent bilingualist, has earned doctorates in jurisprudence and in educational psychology. From Dean of Women in a private university she has become Dean of Students in a large state university where her administrative abilities make her responsible for student affairs programs. Several professional honors and awards have been bestowed on her.

Session IV

Ivan Fitzwater

On development...

Those persons who possess some basic leadership traits are the easiest to train and will also become the most effective leaders in the future. However,

almost anyone can learn to be a leader, or a better and more effective leader. The learning which takes place in a clinical or practical setting, rather than in the classroom is the most successful arena in which to learn about the principles of leadership.

On communication...

Motivation and building a positive self-image are keys to accomplish the goals of becoming an effective leader. Another important factor in establishing and maintaining an individual's leadership skills is to become an effective communicator. Remember that communication consists of both sending and receiving information, with the receiving aspect being of primary importance.

On confidence...

Leaders must analyze and identify those positive things that can be done, or personal skills that are available in rank order, and then use these skills to achieve the desired goal or goals. Keep the emphasis upon the positive, that which can be done well. Native leadership ability is sometimes stymied by negative stereotypes — we sometimes talk ourselves out of being good leaders. Do not dwell on weaknesses.

On planning...

Effective leaders will always manage their schedules so that they have time for family, recreation, and relaxation. Time can be organized and managed by being friendly, but firm, in controlling both time and effort. Flexibility is the key and planning is the means to achieve it. The prioritizing of the work to be done is the first step in the planning process.

On delegating...

In the office setting, delegating complete jobs to others, thus gaining effective use of subordinates, will greatly assist in managing a heavy workload.

An open door policy which accomplishes much says, "I am here when you need me, but I'm not here to waste both of our days through unimportant discussion." Cut down on unnecessary meetings, set time lines, and maintain objectives.

On time...

Do not be skeptical of the time management techniques. Give them a try. Do not be defensive. Investigation of and experimentation with various techniques can be rewarding. Shortening telephone conversations, and prioritizing and grouping outgoing calls, will help in conserving time and reducing the cost of long distance calling. The goal in managing time and becoming an effective leader is to work "smarter," not "harder." This idea is as applicable to the person in a work role, in a family role, in a teaching role, or in a playing role.

In conclusion...

Both adults and children can be taught the skills of leadership. Men and women, young and old, can learn to become leaders. To do so one must assume the obligation of leadership, provide new leaders, not abuse the skills of leadership, and use the skills of leadership in a positive and meaningful way.

Ivan Fitzwater's educational preparation culminated in a Doctor of Education degree with a major in Teacher Education. In addition to serving as Superintendent of a large independent school district, he is a frequent convention and workshop speaker, an educational consultant, and author of Practical Techniques for Higher Education, plus numerous articles on education in national and state publications. He has trained thousands of leaders across the entire United States.

Session V

Charles Duke

On discipline...

Military leadership demands a chain of command and strict discipline. Almost "autocratic" leadership is required for the accomplishment of the military mission, which is the defense of the Nation. In the final analysis, one man (such as the flight commander or the college president) must have the ultimate authority and responsibility for the operation or organization. Confidence or assurance in one's own ability is also a vital factor in terms of influencing followers. It is usually evidenced in self-discipline. Courage is an essential ingredient of leadership and should be based on one's having mastered the field in which operations are taking place.

On decisions...

Leaders in the space program request and receive inputs on decision making up to a point where instantaneous decisions must be made by one person. Some of the same leadership precepts apply in business as in the military. But, in both areas, greater emphasis is being placed on a more permissive or democratic approach to decision making.

On conflicts...

Conflicts inevitably occur in complex programs between administrators of various components of the undertakings, such as the conquest of space or an institution of higher education. In the space program, especially the Apollo section, there were enlisted some of the best managers and greatest leaders in the nation.

On characteristics...

The most important characteristics of leadership that must be included are:

Ability to make decisions;

Willingness to take risks;

Knowledge of the field;

Human relations with groups;

The "X" factor or charisma.

The "X" factor or charisma is something difficult to describe, but certainly present in gifted leaders. Dynamic and well-rounded personality is part of the chemistry of the leader.

On friendship...

Distance between leaders and followers is required if discipline is to be maintained. Obviously, this is more important in the military and business, than in the church and the university. But, the leader cannot be overly friendly or "buddy buddy" in any operational situation because of the requests or sacrifices he must eventually ask of his troops.

On crises...

Leaders can meet crisis situations (productive of fear) through training and experience. They are not impervious to human responses such as apprehension or tension, but these can be lived with if appropriate preparation and experience has been received.

In conclusion...

Would-be leaders and students of leadership can learn much from studying the lives and careers of past and present "greats." Such people as Winston Churchill, Dwight Eisenhower, and earlier historical figures provide gems of wisdom on leadership techniques.

Charles Duke's success as instructor of control systems and flying won for him selection as an astronaut. He served as lunar module pilot of Apollo 16, the first scientific expedition to inspect, survey, and sample materials on rugged lunar highlands. One of his "earthly" honors he proudly cherishes is the Distin-

guished Eagle Scout Award presented by the Boy Scouts of America.

Session VI

Henry Cisneros

On abilities...

The important qualities of leadership should include technical competence in the particular field of leadership, ability to relate to people so that they feel the leader is genuinely interested in them, and ability to articulate one's leadership so that he conveys his ability to lead. Hard work is the essential ingredient in preparing for leadership, because that is what provides the technical competence.

On style...

Style of leadership may be overrated. It is always there, because people are different. But the leader must use discretion in the style adopted. Style seldom has bearing on substance, but it is a symbol or sign of the leader. There are outward differences between leaders in the northeast and the southwest, but the underlying principles of leadership are always constant. His communication skills must be attuned to the vocabulary and understanding of the constituency.

On philosophy...

A philosophy is an important part of the leader's "firing up" his followers. It should be accompanied, of course, by practical and proven managerial ability. Today, there are fewer daring, bold, hero figures than in the past, but society has not outgrown its desire for some aspects of the hero-leader.

In conclusion...

The principles of leadership are universal and apply to top level services in nearly every complex organization whether it is a university, a corporation,

or a political entity.

With a doctorate in Public Administration and post doctoral research in urban studies and planning, Henry Cisneros is well qualified for the two main positions he currently fills — University faculty member and City Councilman. Urban development, labor economics, and public management are areas in which he exercises leadership. His affliations are on a local, state, and national level and involeve board and committee membership of civic, health, and educational enterprises.

Session VII

Kenneth Ashworth

On outreach...

Leadership similarities exist between educational and business organizations. There is a transfer of training or ability to handle top jobs in most organizations but less so for middle management executives in any field because they deal with specifics.

On selection...

Selection of university leaders is made more democratically than any other social organization. Leadership problems in higher education reside in the lack of confidence that presidents and chancellors have in delegating authority and bringing up young administrators. Higher education and all other fields need to expand opportunities for more and better leadership training. Few people are appointed to positions of leadership on paper credentials alone. It is the personal interview that usually decides about an appointment.

On professionalism...

A key component of successful leadership is a person's experience in and commitment to his professional area. With this he will have sufficient confidence

in himself to train new young leaders and not fear their succeeding him. Involvement in professional associations and civic programs provide an excellent seed bed or opportunity for leadership development, visibility, and experience.

On courage...

The courage to take unpopular stands is another important element in responsible leadership. Leadership is not lost when a few failures occur; leaders must take risks; that is how growth comes about. Subordinates must be advisors, not courtiers — "yes men" are not really helpful — the top leader needs objective counsel.

On learning...

Male leaders can learn much from female leaders in terms of empathetic and compassionate approaches to decision making and problem solving. The quality of the mind of both male and female leaders is vital to their achievement.

In conclusion...

We have fantastic opportunities for leaders in Texas and we have many superior young leaders coming along. Would-be leaders must keep open and curious minds. They must draw parallels, investigate, analyze, and synthesize. After all that, they must act.

Kenneth Ashworth's role as Commissioner of the Coordinating Board of the Texas College and University System is directed to advancing the dual system of higher education. His previous experience as executive vice president of The University of Texas at San Antonio, the vice chancellorship for academic affairs for the University of Texas System, and assistant commissioner for Federal Programs and Facilities Planning prepared him well for his present position.

Session VIII

Beatrice Gallego

On motivation...

Leaders are motivated early by a felt need to accomplish one or more objectives. The leader must have anger, curiosity, and a willingness to take risks on behalf of his or her group. A leader receives strength from his followers, and vice versa. That sharing of followers' strength is what sustains leaders against pressures.

On development...

Leaders are not born; they organize themselves, educate and train themselves in many different ways. Solving problems is an excellent method of training one's self for leadership, and participation is vital. In some ways, practical or internship experience in problem solving is more valuable than theoretical learning. Future leaders should be willing to start at the botton rungs of the ladder. The Saul Alinsky book on leadership should be required reading by all who seek to lead.

On resources...

The resources necessary for leadership include time, support of followers, and recognition of needs to be satisfied. Planned programs of particular training are necessary for sound leadership development. Time management is also terribly important because there is never enough of that resource. Leaders must make sacrifices of their personal time and other resources to provide time for preparation and with which to meet other leadership demands.

On followers...

A strong commitment to the group cause is an essential for the leader; without that, success is unlikely. It is beautiful and surprising to view the extent to which children and young people are willing and able to become involved if

given the proper cause and an articualte leader. A leader should love his work and work for its members. The purpose of leadership is to move people forward to attain the goal.

In conclusion...

The Travistock Institute in England is reported to have enunciated the three factors necessary for the emergence of a group leader: First, the existence of a felt need or serious difficulty; second, group solidarity or cohesiveness; and third, frustration created by failure to solve the problem in the accustomed manner. Mrs. Gallego's reference to "anger" at the system would seem to coincide with the first and third factors above.

Beatrice Gallego serves as President of a recently organized and carefully structured grass-roots organization of Americans of Mexican descent — Communities Organized for Public Service — whose push for long overdue improvement projects is producing excellent results. The objective is not ethnic visibility but emphasis on issues on a broad community base. Influence is exerted over decisions which affect primarily the lives and homes of ordinary citizens.

Session IX

Archbishop Furey

On definitions...

Leadership is difficult to define, but the two basic qualities of that gift are a love for and understanding of those led. Leadership in religion or any social activity calls for service to the people. A real leader is a servant to the group he leads.

On humor...

A sense of humor is essential to reaching the people properly. In the past

some church leaders were too distant from their constituents and this may have weakened their leadership.

On vocations...

Criteria for advancement in the Church include the usual leadership characteristics. Key questions include how a religious leader relates to his fellow priests, to his parishioners, and to others. In religious denominations, inputs to leaders are vitally important. The outlook for the future of the leadership of churches is bleak; there are not enough dedicated leaders coming into the priesthood. In most vocations, the exercise or experiences of leadership begins at an early date, usually in school or college.

On decisions...

Not many leaders are able to operate on intuition; most decisions are made on the basis of considered judgement, good advice, and clear logic. Even when decision making occurs through collegial effort or consensus, the leader is still held responsible and accountable for progress and production. This can be a problem in churches, universities, and similar organizations.

In conclusion...

Leaders must be accountable to their appointing body or their electing constituents. This means he or she must periodically report to and be evaluated upon their stewardship. But, like a college president, a bishop must meet the needs of many different kinds of constituencies. It is part of a leader's responsibility to occasionally take action against what certain constituents want or think they need, this action for the good of the whole.

Francis Furey, Archbishop of San Antonio and Vicar Delegate for the Military Vicariate of Texas and Louisiana, has earned doctorates in philosophy and theology, and five honorary degrees. As a well-known public speaker, he appears frequently

on television and radio. His activities are not restricted to the field of religion but include, among many others, the working man, war veterans, and education.

Session X

Luis Garibay

On outreach...

There is a logical connection between leadership in various professions. For example, many of the same qualities of leadership exist in medicine and education. Leadership techniques can be applied with individuals (such as patients) as easily as with large groups (such as students or faculty in a university). There are many kinds of satisfaction obtainable from leadership. In effect, it means that helping or serving people is a most rewarding undertaking. Leaders must recognize that we live in an exciting era when rapid change is inevitable in all countries and all fields of endeavour. Strong and effective leadership in education, especially post-secondary education, is essential.

On responsibility...

Educational leaders must focus attention on several new requirements such as introducing more social consciousness into our universities, bringing the universities closer to the off-campus community, and stressing to students their responsibility not just to themselves but to society generally. We all need more leaders who are dedicated and responsible to the advancement of their people.

On differences...

The expectations of leadership are universal; the same precepts apply throughout the world. However, the needs of people differ from country to country; thus sometimes different emphases or approaches must be used. The specific differences in leadership in the developed countries (like the United States) and the under-

developed countries (such as some in Latin America) are based upon considerations of resources. The resource endowments of some nations are so vastly different as to require major variation in models of addressing problems.

On characteristics...

Leaders affect the education of their groups and the education also affects the leaders themselves. The leader must be honest, helpful, optimistic, willing to prepare himself to lead, and willing to push his people foward. There are frequently contradictory forces impinging upon leaders that test them severely and, hopefully, bring out the best in them.

In conclusion...

Good leadership <u>does</u> make a difference and is worth all the heartaches of failures, arduous homework, and delayed acquisition of rewards.

Luis Garibay as a physician specializes in pediatrics and as an educator his specialty is university administration. Both professions call for leadership which he exercises literally on an international basis. He is able to do this because of his conviction that, while differences in culture call for different applications of leadership skills, there are similarities in all modes of leadership. Dr. Garibay is Rector of the Universidad Autonoma de Guadalajara.

Session XI

<u>John Roberts</u>

On characteristics...

Among the most important elements of leadership we must include honesty, and this holds not only for the military, but in business or education. Age is a factor in leadership because experience is so vital a part of the training for

leaders. It is possible to be "too young" or too old" for certain leadership assignments, especially in the combat arm of the military, or in certain industries. This is less true in other fields, such as religion or education, that might be considered more intellectual or sedentary.

On development...

Leaders are born, but no one is born "a leader." They are developed by indirect experiences and collateral training. Situational leadership is the most common — people fall into such roles by accident. Planned leadership is the most constant — people are chosen for such roles by conscious decision of higher authority, boards of directors, or a political entity. The "tools of leadership" always include communication, human relations, problem solving, new idea recognition, and receptivity to change.

On failure...

A clear principle of leadership is the necessity for risk taking, but this cannot be carried too far. If risks are too great and failure too frequent, the leader finds himself "out." The concept of power in leadership must be carefully handled. If it is abused, the leader is "out" even quicker. General MacArthur and President Nixon are both classic examples of leaders who went too far and were relieved of their positions.

On change...

There is a new kind of leadership-followership developing in the military and elsewhere; much of it is grounded in human relations and the existing situation or confrontation. On a spectrum or continuum between authoritarianism and permissiveness, we would rank the military reasonably close to the right side or authoritarian, while religious, educational, and even industrial leadership is closer to the left or consensus side of the leadership spectrum.

On accountability...

Leaders cannot fully satisfy all constituents all of the time -- it is not humanly possible because of conflicting desires, inadequate resources, or other valid reasons. Continued competency in the leader is a reasonable expectation and when leaders fail frequently, or are often wrong, they should be relieved. By the same token, when commendable leadership is given, higher authority must recognize this and back up or support the leader despite occasional criticism.

In conclusion...

Getting the job done is the most important responsibility of the leader. All leaders work for someone or some group that wants something done; how effectively it gets done is the best measure of the leader.

John W. Roberts' years of service in the Air Force have earned for him the four stars of a full General. His career has taken him to numerous areas in the United States as well as foreign countries, including Germany, Hawaii, Korea, and Vietnam. His mission is to select and train American men and women for the U.S. Air Force. His military decorations and service awards number over twenty.

Session XII

Tom Frost

On goals...

Goal orientation and specific objectives are essential to successful leadership in banking or any profession. Another essential is sense of humor in every pursuit in life, especially at leadership levels. Goals should make you stretch and reach, but must be attainable. Attaining them helps greatly to train leaders.

On selection...

We find ourselves in a situation and we respond. We seize leadership or we

sit back and let others take the initiative. Most people do not consciously strive to be leaders, but fall into the role.

On characteristics...

Control of emotion and the ability to stay cool, especially in crisis situations, is essential. Tenacity or stick-to-it-ism is a valuable quality for leaders. Intuition, instinct, and impulse are reactions that leaders are frequently called upon to exert. One must have self-undertaking and self-control before one can expect to understand and control others. Self-discipline is necessary for any leaders.

On followers...

Leaders are not merely problem solvers, they are motivators of others to change things for the better from their standpoint. Leaders cannot be completely effective unless they are willing to delegate authority to others. This is management, and management is basic to any kind of leadership. Leaders must be open in communicating clearly with followers, frequently discussing their personal and professional problems with those followers.

On development...

A sense of community is basically sound — an expected value — and is imperative above and beyond ordinary personal and professional concerns. Family tradition has much to contribute to people living up to expectations. Sports are probably the best preparation for leadership.

In conclusion...

The name of the game is genuine concern for people, not just occasionally, but constantly. This must be an innate characteristic of leaders. Leaders must be humanistic.

Tom Frost's business acumen places him in the forefront of leaders in the financial and civic life of San Antonio. Along with his title of Chairman of the Board of Frost National Bank and a trustee of numerous civic, health, cultural, and business organizations, he has received numerous civic honors. Mr. Frost proudly carries on a great family tradition of community service.

Session XIII

Adrian Spears

On selection...

Legislators enact the law or statute; the judge interprets what it means; the jury decides guilt or innocence; the lawyers prosecute or defend the litigants. The selection of judges, or leaders in any field, is dependent upon so many variables that we must admit that luck has a role in such selection. Determination and desire to succeed or lead is vital to any profession.

On professionalism...

In the legal profession, the most important leadership qualities are integrity, ethics, and devotion to the law. The leader must think and act equally on behalf of his client, the law, and the public interest. The legal profession attracts people who are aggressive, alert, and articulate. Additionally, the students of the field are trained along these lines. These traits are certainly related to leadership.

On risks...

The lawyer is not the judge or jury. It is his responsibility to represent his client to the best of his ability. A judge who does not see that justice is done is derelict in his leadership. Sometimes he must take some risks, just as do leaders in other fields. Lawyers, as professionals, are used to winning and losing; with litigants, it is very different.

On humor...

A sense of humor is perhaps more important in this profession than in others. Judges are human, but must take seriously their relationships with juries and others. In the law, the professionals must maintain stricter decorum than elsewhere, but not take themselves too seriously. Leaders in this field must be restrained, impartial, and totally objective, even as lawyer or advocate. Motivation and persuasion are forms of leadership common to this and other professions.

In conclusion...

Leaders must remember that their decisions are only as good as the data on which they are based. Characteristics of successful leaders in every field must include preparedness, long hours of work, and unusual dedication. Leaders must satisfy their own conscience first and others later. Charisma is the way others perceive you — how you come across to them.

Adrian Spears' activities do not limit themselves to carrying out the duties of Chief Judge, U.S. Western District Court of Texas. He served as Chairman of the local Charter Revision Commission and member of the U.S. Committee on the Administration of Criminal Law. His political affiliations resulted in his selection as delegate to several National Democratic Conventions.

CHAPTER III

LEADERSHIP IN THE FUTURE

The ability to look ahead — into the future — is in short supply. The new science of "futuristics" is training people to do just that. But, there are few experts extant. The older arts of "planning" and "forecasting" are practiced by many with varying degrees of success. There are those enanos en la basque and those computers in the data processing center that vie with each other and get about the same results in attempting to predict the future.

Thus, it is left to those who want to stick their necks out — the Order of the Turtle — and guess or speculate about the future. Invariably college presidents are tempted to do this since most other professionals are too wise or do not need to. Yet, we seers are not all omniscient, omnipresent, or omnipotent; frequently we fall on our educated faces in so doing.

Nevertheless, having examined some aspects of leadership in the past and having worked with some great leaders in the present, it now seems desirable to think and speak about what might occur in this exciting area of mankind's burgeoning interest in the future. No statement of limitations would cover all the errors of judgment that time will uncover in the following observations, so none will be made.

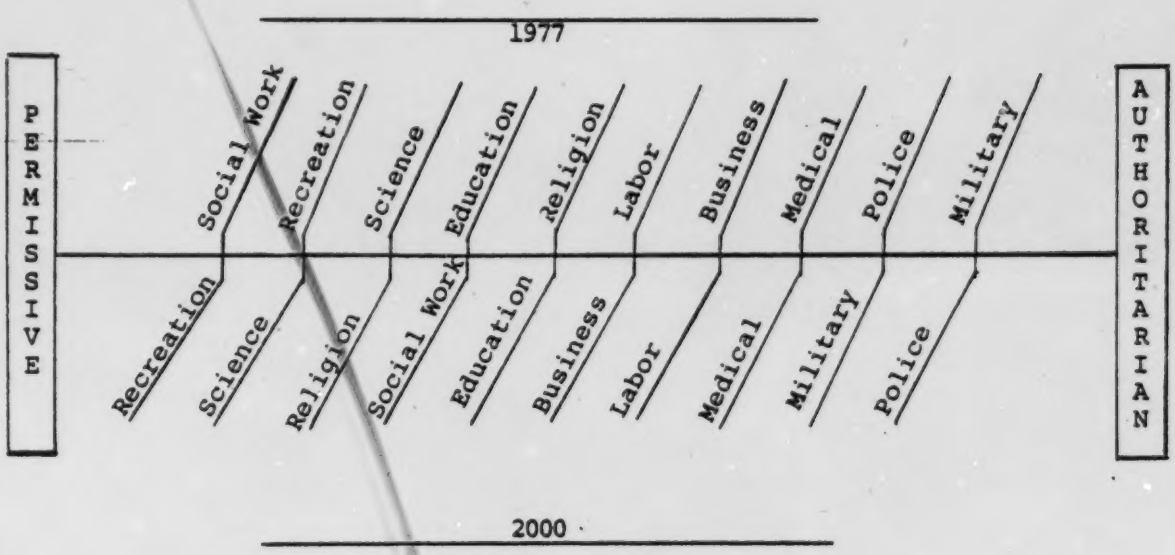
The Spectrum of Leadership

Speculation is always available on various spectra of leadership and where different professions or people find themselves on each. Perhaps the most common is that stretching from permissive to authoritarian — sometimes called democratic to autocratic.

At the risk of oversimplifying, let us erect a continuum and attempt to place on it some professional fields that are easy to identify in terms of consensus with respect to their leadership. Among these would have to be the military, medical,

business, education, labor, religion, social work, and a few others.

Given that virtually all professions are becoming more permissive and less authoritarian, we shall arbitrarily rank these well recognized fields as we think they relate now (1977) and where we think they will rank at the turn of the century (2000).



Although rationale could be given and a logical case made for this distribution, it is doubtful that everyone would accept such explanations any more than they would the diagram itself. Thus, we encourage the readers to develop their own spectra and make insertions as they may desire.

The important principle here is that types and styles of leadership will vary from permissive to authoritarian (and in many other ways) depending on —

1. the profession or field
2. the problems present
3. the situation or environment
4. the quality of leadership
5. the quantity of leadership, and
6. other less obvious factors.

From what experts in leadership are saying, professions (fields or areas) such as the military and police, by the nature of their mission or purpose, must

perforce be more authoritarian than recreation and social work. But, even in some early recognized cases, certain shifts are becoming apparent in their positions on the spectrum.

Few, if any, persons will be leaders in more than one area. (Politics and government were omitted because of their wild fluctuations). Thus, the person who wishes to lead would do well to know and be himself, to understand his area, and to perceive its changing position in terms of the permissive-authoritarian continuum.

The leader of the future must be more flexible than his earlier counterparts. He will have to learn to lead in a more rapidly changing world. Additionally, he must accept ambiguities and clarify them for the followers. Most of all, he must achieve goals mutually agreed upon by the appointing persons or electing group.

The Types of Leadership

There are many "types" of leadership. For the purpose of our analysis, let us agree upon the four most readily identified at the present time. It is unlikely that they will change (except in name or title) in the future. These are behaviors clearly indicating:

1. Concern for people — the humanist
2. Concern for method — the systematizer
3. Concern for team effort — the quarterback
4. Concern for aggressive action — the decision maker

Obviously, most leaders at some time exhibit characteristics of all four. But, usually there is one of these types of conduct that predominates. However, if that one is (or any of the other three are) over-emphasized, criticism frequently results and occasionally the leader is "out." There is an opposite side to each of these four coins. Strengths and weaknesses, in a sense, are inherent in every leader. This is immediately recognized when we view the relationship on the following chart.

LEADERSHIP

Strength	Weakness
Concern for people	Permissive and nice
Systematic and methodical	Hesitant and unchanging
Team and participatory oriented	Indecisive and vacillating
Aggressive and decisive	Bossy and impulsive

Thus, it would appear that the leader cannot go too far toward either extreme. He must achieve balance in his type (or types) of leadership. Without this balance, he might lose his followers and, without his followers, he may be unable to reach his (and their)goal.

An interesting exercise for the reader concerned with leadership in the future is to identify current and past leaders with their fields of leadership. A further refinement is to speculate on the type of leadership each used most fully.

It is easy to get an argument on who is the greatest leader in any specific field. While many readers may agree that most of my choices are correct, a few "second choices" have been inserted to test reactions. Readers should formulate their own opinions on "who's who" among leaders in the several fields listed.

Readers may also have a different perspective on the type of leadership I encoded for each. The numbers match the four leadership types previously mentioned (page 39). Cover my rating, write in your own, and you will have accomplished another exercise in working with the subject.

VISIBLE AREAS FOR LEADERS

Field of Leadership		Greatest Leaders (All Time)	(Contemporary)	
Military	4	Alexander	Giap	4
Politics	3	Augustus	Carter	3
Religion	1	Jesus	Pope Paul	3
Medicine	2	Lister	Jonas Saulk	2
Science	2	Galileo	Pauling	2
Education	2	Horace Mann	Skinner	2
Theatre	1	Shakespeare	Neil Simon	3
Business	4	Henry Ford	Henry Ford III	3
Journalism	1	Pulitzer	Cronkite	3
Literature	2	Milton	Solzhenitsyn	1
Art	1	Michelangelo	Calder	2
Sports	3	Bronco Nagursky	Nadia Comaneci	2
TV	1	Jack Benny	Carol Burnett	3
Architecture	1	Leonardo Da Vinci	Frank P. Moulin	2
Philosophy	1	Socrates	Hook	1
Music	2	Beethoven	Fiedler	1
Exploration	2	Magellan	Cousteau	3

As indicated in the "typing" above, even in the same fields or professions the new leaders seem to operate in quite a different manner than their predecessors. I believe that in the future, more drastic changes will occur. The reason for this belief is that society itself — where the needs of the people are calling for more dynamic and different leadership — is changing with exponential speed.

Perhaps the three best reasons for this societal change are (1) the application of nuclear energy (for war and peace), (2) the fact that half of all the scientists who ever lived are living today, and (3) the fact that the miracles of electronic communication and jet transportation have shrunk the world. And, this is only the dawn

of the age of knowledge, wisdom, and (hopefully) enlightenment.

The Need for Leadership

Thus, the need for and expectation of more effective leadership now and in the future is readily apparent. We live in a highly productive age, exciting by any measure, and one replete with both problems and potentialities. It will take truly gifted leaders to solve some of the problems (such as our ability to destroy civilization) and to achieve our fullest potentialities (such as our obtaining peace and plenty for all).

In times, eras, and eons, when civilization is relatively stable, secure, and tranquil, the need for great leadership in various fields is less acute or serious than in times such as ours when major global crises occur daily. Of course there is always the nagging possibility that leaders cause the crises and dis-equilibrium. For example, did Lenin and/or Czar Nicholas cause the Russian Revolution? did Napoleon precipitate the wars of his period? were the problems of the Weimar Republic responsible for the rise of Hitler?

Another interesting facet of the need for leadership is that of degree and direction. Is there good and bad leadership? The experts imply that the moral judgment or definition is dependent upon one's perspective. To most Germans in the 1930s and early 1940s "der Führer" was both good and great. But, to nearly all others, he was the epitome of evil. Thus, we should probably not use "good" or "bad" to describe leaders.

What really qualifies leaders is their ability to meet the need (or needs), solve the problem (or problems), or at least answer the question (or questions) raised by their organizations, groups, or followers. If the leader is successful in achieving the goal, aims, and/or objectives of his adherents, then he is effective. To other than his followers he may be evil, but to the people for whom he labors he is "the leader."

The philosophical question of ends (goals) and means (method) is another of those imponderables related to leadership. Does meeting an important end justify

the use of any and all means or modus operandi? Here again there is no easy answer. In each case the leader must make a moral and ethical judgment about the extent to which he can go to advance the cause of his followers. A classic example of stretching the means to attain desirable ends was present in the dynamic leadership of Franklin D. Roosevelt.

Perhaps the most important principle involved in this area is also the most fundamental. It is that unless the leader is able to meet the needs of his followers to their satisfaction, he will not be their leader very long. This dictum applies across the entire spectrum of leadership and in all fields of endeavor from the nuclear scientist to practising evangelist, from the football coach to the symphony conductor, from the mafia godfather to the university president — all must answer to or perform for their constituencies.

The most difficult problem to solve in this area of leadership is that of how to succeed in leading a group that does not appoint or elect its leader. This problem is present to some extent in the Presidency of the United States if the election is won by a slim margin, the Queen of England who inherits the Crown, the university president chosen by the governing board, the Catholic bishop appointed by the Pope, the symphony conductor selected by the board of directors, and other examples are numerous. This problem is usually solved by the leaders having obtained (1) the backing of a constitution, (2) acceptance by unbreakable tradition, (3) term contracts and/or tenure, (4) the full support of the board or hierarchy. With these kinds of back-up or security, the leader can concentrate on achieving agreed upon goals rather than running a popularity contest to be loved or to stay in power.

The Training for Leadership

Training for leadership is a fascinating pursuit of and in itself. It involves the acceptance of the notion that leaders are made, not born, It is true that some people are referred to as "born leaders.". But most experts agree that while

leaders are born with certain attributes that lend themselves to a high degree of development, the development or training or experiencing is what makes a real leader.

Earlier in this volume, we mentioned the characteristics and qualities found in successful leaders. Reference is made to such things as health, strength, intelligence, integrity, and other human qualities. These are what must be enhanced, expanded, and refined in our training of future leaders.

This action of training or developing leaders, like all forms of education, can take place formally and informally. The logical places for formal education and training in leadership are the schools and colleges, while some such efforts take place in other environments. And, even within the formal educational environs there are various kinds and types of training.

For example, the seminar on which this book is based was conducted on a reasonably formal plan for thirteen, 30 minute sessions of television supplemented by newspaper summaries, course syllabi, reading lists, student evaluation, and university sponsorship. Leadership can and is being taught by this and other formal aspects of the curriculum. However, much training for leadership occurs in the co-curricular (i.e. lecture series, debate society, cultural conferences, etc.) and the extra-curricular (i.e. social events, recreational activities, competitive athletics etc.) programs.

Apropos of the latter, it is readily apparent that Douglas MacArthur's famous quotation mentioned earlier has been documented throughout history: "On the fields of friendly strife are sown, the seeds which in future times on other fields will bear the fruits of victory." Long before General MacArthur and West Point, the Greeks in the groves of academe, the Romans in their wars and games, the later Europeans in their tournaments, all made contributions to the formal and informal education and development of future leaders.

As indicated throughout, there is no one, best form of training successful practitioners of the art and science of leadership. But we can and have gener-

alized on the kind of development that should be provided to meet various leadership needs and conceptions about it.

There are internal and external conceptions of leadership. An organization, such as a university or the army, may have a particular conception of leadership which is quite inconsistent with that of members of a group or groups in the organization. If this is so, it must be recognized that leaders cannot at all times serve the purposes of the organization and be accepted and popular with group members. In fact, hostility of group members toward the leader may be expected to the degree that the leader represents the organization, and therefore authority.

In any organization, be it a social agency or an industrial corporation, it is important to recognize the different valuations of leaders between those who place the leader in his position and those for whom the person is a leader. The two groups may, in some cases, be the same, but in many instances they are not, and the leader is, in effect, required to serve two masters. The leader should, in this case, help the group to move toward its goals but always within the framework established by the organization to which he is responsible. Such organizations should, of course, recognize the difficult position of the leader and the possibility of tension and conflict because of his position.

For the optimum training of leaders, education must be accompanied or followed by experience. It is not enough for the future leader to know the theory of leadership; it must be experienced through concrete application and practice. As many of the experts in the seminar observed, the best training for leadership is to lead.

Thus, one of the responsibilities devolving upon current leaders is to provide opportunities for young, new, different, potential leaders to get involved. Indeed, there are those who feel we learn more from our defeats or failures than from our victories and successes. The practical application of and experience in leadership situations offer the best milieu in which to train our future leaders.

CHAPTER IV

LEADERSHIP: SUMMARY AND CONCLUSIONS

The objectives of this treatment of leadership are as follows:

1. To provide readers with an understanding of the principles of leadership;

2. To provide readers with a comprehension of the qualities and characteristics that have distinguished leaders over the ages;

3. To provide readers with a recognition that leadership is an ability that can be developed through education, training, and experience;

4. To provide readers an introduction to leaders in a variety of different areas expounding their views on this subject as it applies to their areas;

5. To provide readers stimulation in the direction of expanding their own concepts of leadership and to encourage them to apply these concepts as appropriate.

To sum up this brief study of leadership it seems desirable to present the principles or basic concepts of leadership, the rewards or emoluments of leadership, illustrations or examples of the exercise or practice of leadership, and finally a philosophy of leadership.

A disclaimer at the outset of this final chapter may save time for the reader. This report will avoid the trap of attempting to define whether leadership is an art or a science. And we decline any invitation to define either term. Suffice it to say leadership is a phenomenon combining the creativity and imagination of artistry with the organization and logic of science.

The Principles of Leadership

Although leadership styles vary and are expressed in different ways, basic principles underlying leadership remain constant. Leaders must be

1. Technically prepared for their tasks, especially their area or areas of specialization;

2. Willing to work long and hard, and that means performing inordinate amounts of "homework" or research;

3. Reasonably bright intellectually and quick to analyze change with the situation or environment;

4. Honest and self-disciplined to the point of exuding a recognized degree of integrity.

5. Possessed of a sense of humor and the ability to not take oneself too seriously;

6. Courageous and willing to take risks while displaying complete confidence in oneself and the group;

7. Willing to accept and learn from occasional failures and even negotiate up to the point of compromising principles, but not beyond;

8. Emotionally stable and cool, while simultaneously being ever alert, and when necessary, aggressive.

9. Deliberate and decisive, and willing to make decisions after considering all available data, and reasonable alternatives;

10. Empathetic in human relations yet avoiding hypocritical togetherness for the sake of being loved.

These are not all the principles of leadership or administration extant today. Certainly many could be added to these. But they do provide a base of philosophical concepts, professional qualities, or personal characteristics that can be learned or assimilated, and which should contribute enormously to the success of the person studying or practicing leadership.

The Rewards of Leadership

Leadership involves the discharge of responsibility, but it also provides rewards to those who exercise it. They are many and varied, and are valuable to the extent that value is placed on them. They differ in quality and quantity in terms of the degree of success achieved. In addition to others, the following are listed as applying to leaders in all fields generally:

1. The satisfaction of helping people;
2. The security of knowing the situation;
3. The strength of will to get things done;
4. The pleasure of seeing favorable change occur;
5. The excitement of having the power to persuade;
6. The recognition of our accomplishments by others;
7. The understanding that one is needed and appreciated;
8. The material rewards of salary, benefits, travel, prestige, publicity, etc.

The Exercise of Leadership

There are so many illustrations to depict what is meant by leadership that it is difficult to choose among them. Perhaps the most productive approach herein is to repeat our simple definition of the term and provide several classical examples of action portraying that conduct.

One more statement of limitation must be inserted. A noble act, an heroic deed, even self-sacrifice, is not necessarily leadership. The act, the deed, the sacrifice must be part of a larger scenario and fit the definition of significantly aiding the attainment of the goal, aim, or objective of the group or organization.

Earlier we described leadership as the gift or ability of moving people onward and upward in attaining their desires, achieving their mission, or even just meeting their needs. In the seminar, John Lindsay said that "power should not be used as a club" and "manipulating people is bad in the long run." Many of the earlier researchers in the leadership field disagree. While it may only be a problem of definition — manipulation vs. influence — the point deserves mention. For example, Jennings (1960) is very definite and direct on the subject. He says, "Great leadership is, to some extent, always born of maneuvering, manipulation, and power tactics. There are so many pressures operating against the hero that to accomplish his mission he is required to use power tactics. Virtue seldom wins supreme, unfortunately; it must oftentimes be compromised." And, those who have read both of Machiavelli's works, The Prince and The Discourses, are aware of his strong feelings on this point.

The clearest illustration of the first mentioned leader-type is that of the brilliant individual who through the exercise of his particular genius is able to move mankind by creating a masterpiece in the arts, a miracle in science, or even a super-human feat in sports. Some of the names mentioned earlier warrant reviewing as we contemplate other leaders who have achieved such heights — Michelangelo, Albert Schweitzer, Mark Spitz.

Another example of the exercise of leadership, this in the second category described throughout this book and seminar, is that of the elected or appointed leader. This is the type of person who distinguishes himself as the official head of a nation, an army, or some other formal organization. He has proved himself able to attain goals for his followers. Again the names of famous leaders in this category are household words (or even initials, such as FDR) — Alexander the Great, Napoleon, Churchill.

A final category that exemplifies the exercise of leadership is that of the unofficial or informal leader who is spontaneously thrust forward and followed, sometimes by a loosely knit or informal grouping of individuals. Again history is replete with these kinds of leaders who emerge from the dynamics of a particular situation or unique environment in which their strength, skills, intelligence, integrity, or other attributes put them "in charge." Leaders in this area frequently originate from humble origins and sometimes move into the officially appointed, anointed, or elected class (as above). Examples of this exercise of leadership are Spartacus, Lenin, Cronkite, Billy Graham.

A Philosophy of Leadership

There's a popular song well known to many that starts with "What the world needs now is love, sweet love." While one hesitates to dispute that idea in the face of man's inhumanity to man, a legitimate plea might be made for broadening the concept and saying. "What the world needs now is leadership." Perhaps the necessary kind of leadership could and should include love....

If we consider philosophy as the love of wisdom and apply that to our final

words on leadership we are given a sound base for an appropriate, if not essential, ending to this study. Our initial definition of leadership dealt with the idea of helping people. Presuming that the gifted leader helps his followers achieve the goal of a better life, the logical progression is to seek the leader who can accomplish this dream for all peoples on earth.

It should not be impossible someday to find such a world leader. The marvels of science (physical and social) are such that, while not yet within our grasp, the goal is at least within our sight. In addition to the marvels of science, the knowledge explosion, and the exponential growth of education, this noble goal of world leadership is enhanced by some of the advances we mistakenly denounce, such as electronic communication, jet travel, medical miracles, and a rebirth of brotherhood.

The need then is for a leader (or leaders) who can convince all men to follow him (or them) in the quest for peace, plenty, and happiness. As we've grown and united from families, to tribes, to city-states, to nations, to the international blocs — so, too, can we grow and unite into one world; but only with a transcendental type of selfless and superior leadership.

At the risk of sounding hopelessly optimistic, I would venture the opinion that somewhere in the world there is or will be a leader or leaders who can and will emerge to accomplish this Herculean task. I would further venture the guess that such leadership will be a composite of the three major types or categories mentioned above.

Such leadership will have the intelligence and imagination, humility and humor of the creative artist and the gifted scientist; it will have the strength and power, justice and wisdom to be elected and unite (rather than divide) the nations of the world; it will have the virtue, goodness, and sense of value to shine brightly and thus earn the accolades and support of the peoples of the world. In summary, it will embrace the concepts of the Philosopher-King and the Prince of Peace in the leadership service of all mankind.

APPENDIX

Dedication and Acknowledgments

Bibliography and References

Guests and Television Taping Dates

Statement of Educational Philosophy

Brief History of Our Lady of the Lake University of San Antonio

Dedication and Acknowledgments

It is sometimes thought presumptuous when small books and research reports, such as this, are prominently "dedicated" to persons or institutions. Thus, we shall avoid any official or formal dedication of this modest volume.

However, so many thoughtful people contributed so much to the form and content of this effort that the author would be remiss if no mention was made of their work.

It is easy to recognize the salient contributions and thank those whose names appear in the Preface, Foreword, and body of the book. Additionally, researchers and others whose works provide seminal and ageless principles and wisdom are referenced in the text or bibliography.

It is not possible or necessary to document the precise source of all the general notions extrapolated herein. But, the author acknowledges his enormous indebtedness to all whose investigations, writing, and speaking formed the basis for this little book.

This includes researchers, teachers, authors, editors, and publishers from Plutarch, through Machiavelli, to those leaders who appeared in the recent television series. Without their stimulating ideas and discourses, this effort at an update and summary could not and would not have been made.

Along with all of the above-mentioned authorities and experts on leadership, the author takes genuine pleasure in acknowledging the inspiration for this effort by innumerable teachers and professors, athletic coaches and military officers, university officials and board members under whose guidance much was learned.

And, last but not least, the author is grateful to his many personal friends and professional colleagues who directly and indirectly, years ago and up to the present, in other educational endeavors and at Our Lady of the Lake University of San Antonio, markedly influenced his understanding of and appreciation for distinguished leadership.

Although it is admittedly difficult to name all such indirect contributors to this book, if it were to have a dedication it would be to that latter group of "unsung heroes" plus two of my staff at OLIU — Sister Immaculate Gentemann, Administrative Assistant to the President and Mrs. Wendy Little, Executive Secretary to the President.

So, the author is eternally grateful for the tremendous help rendered by many wonderful, talented, unselfish people. But, the author takes full responsibility for any and all errors of omission or commission that have occurred in this book.

Gerald P. Burns

BIBLIOGRAPHY

Alinsky, Saul. Rules for Radicals. New York: Random House, 1971.

Ashcroft, Jeremiah and Burns, Gerald. "Observations on the Open University: A Possibility for Florida," The Florida State University, October, 1972.

Bird, C. Social Psychology. New York: Appleton Century, 1940.

Brown, Alan F. "Reactions to Leadership," Educational Administration Quarterly, 3, 1967.

Burns, Gerald P. "Needed: Presidents with Authority," College and University Business, XXXI, No. 3, (September, 1961), 38.

_____ "Strong Leadership," The Educational Forum, (March, 1971), 389-90.

Common, Thomas, translator. The Philosophy of Nietzsche. New York: Random House, 1927.

Edman, Irwin, editor. The Philosophy of Schopenhauer. New York: Random House, 1928.

Fiedler, Fred E. A Theory of Leadership Effectiveness. New York: McGraw-Hill, 1967.

Gardner, John. Excellence: Can We Be Equal and Excellent Too? New York: Harper & Brothers, 1961.

Gibb, C.A., editor. Leadership. Middlesex, England: Penguin Books Ltd., 1969.

Harnwell, Gaylord P. "Toward a More Effective Contribution by Colleges and Universities to National Leadership," The Annals of the American Academy of Political and Social Science. CCCXXV, (September, 1959), 95-103.

Heyns, Roger W., editor. Leadership for Higher Education. Washington, D.C.: American Council on Education, 1977.

Hook, Sidney. The Hero in History. Boston: Beacon, 1955.

Hunt, James G. and Larson, Lars L., editors. Leadership, The Cutting Edge. Carbondale: Southern Illinois University Press, 1977.

Jenkins, W.O. "A Review of Leadership Studies With Particular Reference to Military Problems," Psychological Bulletin. XLIV, 1947, 54-79.

Jennings, Eugene. An Anatomy of Leadership. New York: Harper & Brothers, 1960.

Korman, A.K. "'Consideration,' 'Initiating Structure,' and 'Organizational Criteria'- A Review," Personnel Psychology: A Journal of Applied Research. 19 (4), Winter 1966.

Loye, David. The Leadership Passion: A Psychology of Ideology. San Francisco: Jossey Bass, Inc., 1977.

Machiavelli, Niccolo. The Prince and The Discourses. New York: Random House, 1940.

McClelland, David C. The Achieving Society. Princeton, New Jersey: D. Van Nostrand Company, 1961.

_____, Atkinson, J.W., Clark, R.A., and Lowell, E.L. The Achievement Motive. New York: Appleton-Century-Crofts, 1953.

Partridge, E. De A. "Leadership Among Adolescent Boys," Teachers College Contributions to Education. 1934.

Peyri, Henri. "Excellence and Leadership in a Democracy," Daedalus. XC, (Fall, 1961),

Redl, Fritz. "Group Emotion and Leadership," Psychiatry. V, No. 4, (November, 1942),

Ross, Murray and Hendry, Charles. New Understanding of Leadership. New York: Association Press, 1958.

Smith, H.L. and Krueger, L.M. A Brief Summary of Literature on Leadership. Bloomington: Indiana University, School of Education Bulletin, 1933.

Stark, J.S. "A Study of Reasons for Student Withdrawal from Goucher College, 1964-72," Towson, Maryland: Unpublished institutional research report.

Stogdill, Ralph M. Handbook of Leadership. New York: The Free Press, 1974.

Summerskill, John. "Dropouts from College," The American College. R.N. Sanford, ed., New York: Wiley Book Company, 1962.

Tead, Ordway. The Art of Leadership. New York: McGraw-Hill, 1935.

Whitehead, Thomas N. Leadership in a Free Society. Cambridge: Harvard University Press, 1936.

Whyte, W.H. The Organization Man. New York: Simon and Schuster, 1956.

Wilson, Woodrow. Leaders of Men. Princeton: Princeton University Press, 1952.

Wolfe, Dael. "Diversity of Talent," The American Psychologist. XV, No. 8, (August, 1960), 535-45.

* * * * * * * * * * * *

Time Magazine. "Special Report: Leaders on Leadership," November 8, 1976.

GUESTS AND TAPING DATES

FOR TV SEMINAR "PRINCIPLES OF LEADERSHIP"

Series #	Air Date	Tape Date	Guest
1	May 15, 1977	May 7, 1977	Hon. John V. Lindsay Former Mayor, NYC
2	May 29	Feb. 11	Gen. Robert F. McDermott (ret) President, USAA
3	June 5	March 11	Dr. Dora Grossenbacher Dean of Students, UTSA
4	June 12	April 7	Dr. Ivan Fitzwater, Supt. Northeast Ind. School District
5	June 26	April 18	Col. Charles Duke Former Astronaut
6	July 3	May 20	Dr. Luis Garibay, Rector Universidad Autonoma de Guadalajara
7	July 10	April 29	Dr. Kenneth Ashworth Commissioner, Higher Education
8	July 17	June 17	Mrs. Beatrice Gallego President, COPS
9	July 24	May 13	Most Rev. Francis J. Furey Archbishop of San Antonio
10	July 31	April 22	Dr. Henry Cisneros City Councilman
11	August 7	May 27	Gen. John W. Roberts Commander, ATC, Randolph AFB
12	August 21	June 3	Mr. Tom Frost, Jr. Chairman, Frost National Bank
13	August 28	June 10	Hon. Adrian A. Spears Federal Judge
14	September 5	July 1	Dr. Gerald Burns - Summary University President

A STATEMENT OF EDUCATIONAL PHILOSOPHY

Those of us serving as educators assume an important responsibility in providing the finest kind of teaching and learning that our communities need, that our constituents desire, and that our resources will permit.

We who hold positions of leadership must be sensitive to these needs, desires, and resources. It is our task as professionals to guide the efforts of all with whom we interact toward the transcendent goal of educating to develop fully the intellectual, spiritual and physical capabilities of our students.

We must recognize individual differences and not attempt to stereotype, force, or indoctrinate; rather, we must lead by example and with consummate care the quest of knowledge. This is best brought about through thoughtful guidance toward the ability to think and act in accordance with the Judaic-Christian principles of a value-oriented society.

To achieve this approach and its worthy result calls for a dedication above and beyond other professional endeavours in terms of recognizing reality, but always striving toward the higher aims of inculcating wisdom and the virtues of the good, the true, and the beautiful.

This calls forth a devotion to the best efforts that we can make in individualizing and personalizing education to the fullest extent possible within us, our colleagues, and our institutions. This is the kind of education that the smaller, independent colleges and universities can provide perhaps better than the huge, public institutions.

We are faced with serious problems in undertaking this kind of service; problems of competition, misunderstanding, and uncertainty. But, there are few problems that defy solution if addressed with an open mind, reasonable intelligence, strong integrity, related experience, and the patience to persevere.

The academic institutions, emphasizing the liberal arts and the service professions, constitute the environments in which the finest type of higher

education can and must flourish. They must maintain freedom from political pressures, flexibility for coupling the traditional disciplines with the most innovative departures for the future, and broad based objectivity of leadership that insures their continuance.

Their leaders must have the vision to look beyond immediate problems and recognize their past, present, and future potentialities for distinguished contributions to the local, national and world-wide society. Their mandate is clear — to provide an oasis, a choice, a uniqueness unmatched elsewhere in society.

Given acceptance of these ideals, I am optimistic about their future. Their tasks are not simple or easy. But, with reasonable leadership they need not falter in serving their constituencies and moving toward a horizon that is both broad and bright.

A BRIEF HISTORY OF OUR LADY OF THE LAKE UNIVERSITY OF SAN ANTONIO

Our Lady of the Lake University, located in historic San Antonio which is the gateway to Mexico and Latin America, is a community of students and teachers seeking together their own liberalization and self-realization in the experiential quest for knowledge and in a commitment of personal service for others. The special goal of this community is to enable each of its members to BE for himself and to DO for others.

Founded as a Catholic institution by the Sisters of Divine Providence, the University is governed by a Board of Trustees widely representative of the various ethnic groups, religions, and professional interests of the external civic community. Faculty and students share in administration through a system of faculty-student policy-making and advisory committees.

The academic structure of the University consists of five divisions which are primarily concerned with undergraduate work, and four professional schools which offer both undergraduate and graduate work. The Office of Continuing Education coordinates credit and noncredit offerings for the nontraditional student in a variety of campus and off-campus programs. As a result of its commitment to heterogeneity in its academic community, Our Lady of the Lake University has in recent years been in the forefront, in a leadership role among institutions reaching out to include low-income, minority, and nontraditional students in their ranks.

The University, which began as a two-year college for women in 1911, inaugurated the four-year curriculum in 1919. Graduate work, begun in 1942, was coeducational from its inception; all programs became fully coeducational in 1969. The University enjoys accredited status by regional and national accrediting agencies.

In the interests of better total service to the San Antonio region, the Board of Trustees of Our Lady of the Lake in 1970 joined with the governing boards of three other colleges and universities to create a multipurpose consortium, the United Colleges of San Antonio. This permits students at all four institutions to have the advantages of a much wider range of programs, course offerings, faculty, library resources, and educational services than any single institution could provide.